

**Background:**

The Project Development Committee will review proposed projects to implement the TCDD State Plan. The enclosed documents provide information to assist with that discussion.

- State Plan Projects List — The FY 2017 — FY 2021 State Plan requires specific projects to implement that plan. This list is inclusive of projects that must be developed to address goals and objectives in the plan and provides the current status of the projects.
- Executive Summaries — TCDD staff prepared an executive summary for the following proposed project that meets state plan requirements:
  1. Texas Sibling Network

Please review the Executive Summary closely and, if you have any questions, please contact Joanna Cordry, Planning Director at (512) 437-5410 or [joanna.cordry@tcdd.texas.gov](mailto:joanna.cordry@tcdd.texas.gov)

**Project Development Committee — Agenda Item 8****Expected Action:**

The Project Development Committee will consider the Executive Summary and may recommend Council approval for funding.

**Council — Agenda Item 7. A****Expected Action:**

The Council will consider recommendations from the Project Development Committee.

**Projects that must be developed to address State Plan Objectives**  
**Projects in progress**

<b>Objective number</b>	<b>Objective</b>	<b>Status</b>
1.3	Develop at least five new programs successfully support individuals with developmental disabilities to be included in post-secondary education.	Three almost completed; one started; one TBD.
1.4	Pilot at least one model that provides community-based, person-centered activities for people who are not employed and not in school.	Research being conducted by staff; not necessary to conduct in FY17.
2.2	Collaborate with the Texas DD Network Partners to educate people about and increase the use of alternatives to guardianship.	Executive Summary approved.
3.1	Provide financial support for at least one advanced leadership development and advocacy skills training program. (Partners in Policymaking)	Contract Awarded
3.1	Create a youth leadership training program.	Request for Proposals posted 9/3/16.
3.1	Provide policy fellowships to train at least two people each year.	One Fellow funded. Request for Proposals for additional TCDD Fellows posted 9/3/16.
3.1	Develop a plan and timeline to create a sibling network.	Executive Summary to be reviewed by Project Development Committee 11/16.
3.2	Support people with developmental disabilities to provide leadership development and advocacy skills training programs to people with developmental disabilities each year (community-based and institutional settings)	Executive Summary for one out of two projects approved.

## Objectives Required to be Implemented Each Year

Objective number	Objective	Status
3.2	Support people with developmental disabilities to provide leadership development and advocacy training. (required objective)	Grassroots Community Organizing project in progress until 2018.
3.3	Collaborate with at least one statewide self-advocacy network to increase their capacity to pursue their mission. (required objective)	no data
3.1	Support the participation of people living in rural areas and people who self-identify as having a racial or ethnic minority background in TCDD leadership and advocacy projects. (required objective)	no data
3.4	Support self-advocates and family members to participate in cross-disability, culturally diverse leadership coalitions. (required objective)	Stipends to participate in statewide workgroups. May need new project in FY 2018.

## Objectives to be Implemented by Fiscal Year 2021

Objective number	Objective	Status
1.2	Create training and information for people who have developmental disabilities and families on financial literacy, SSI/SSDI and benefits.	One project in progress; one TBD
1.6	Pilot at least one program to provide community-based person-centered supports for people with complex medical and/or behavioral health needs, including mental health needs.	no data
1.8	Implement at least three projects to address specific needs of individuals with developmental disabilities who identify with a specific minority culture(s).	Two in progress. Outreach and Development RFP ongoing
1.9	Pilot at least one practice to address the needs of people with developmental disabilities who are aging and their caregivers.	no data
1.10	Pilot at least practice that supports organizations that serve the general public to improve how they include and are responsive to the needs of people with developmental disabilities.	no data
2.2	Collaborate with the DD Network Partners to promote the use of person-centered practices.	no data
2.3	Collaborate with at least three community-based organizations to reduce linguistic and cultural barriers experienced by individuals who are Spanish-speaking.	Possibly a staff activity.
3.1	Provide financial support for at least four general leadership development and advocacy skills training programs.	Three have started; one additional grantee to be selected.

# **Texas Council for Developmental Disabilities**

## **FY2017 State Plan Goals, Objectives, and Year 1 Strategies**

### **Goal 1:**

Create and support promising practices that enable people with developmental disabilities to be fully included in their communities and to have control over their own lives by 9/30/2021.

**Objective 1.1:** Demonstrate at least three models that support people with disabilities to have employment of their choice by 9/31/2018.

Activity 1: Support Texas Tech to partner with local non—governmental organizations and the national Project Search program to establish new licensed Project SEARCH high school transition to employment sites.

Texas Tech — Project SEARCH

Activity 2: Complete creation of an interactive mobile application to promote competitive employment opportunities in inventory, requisitions, shipping and receiving (and similar jobs) for adults with developmental disabilities.

Educational Programs Inspiring Communities/HEART — Enabling Technology (Inventory Tracking System)

Activity 3: Complete development of a web—based virtual job coach application that will deliver 30 visually—rich instructional modules that address job search, applying for a job, and workforce skills processes and strategies.

Strategic Education Solutions — Enabling Technology (Web—based virtual job coach application)

Activity 4: Provide the Texas vocational rehabilitation program and Texas Education Agency (TEA) representatives on the Council with information about lessons learned from the development of Project SEARCH sites, the mobile application, and the web—based virtual job coach application.

**Objective 1.2:** Implement two programs to provide training and information to people who have developmental disabilities and their families on financial literacy, SSI/SSDI and health benefits by 1/1/2021.

National Disability Institute (NDI) — Understanding Employment Options and Supports

Second program to be developed — not necessary to implement in Year 1

Activity 1: Provide funding to the National Disability Institute (NDI) to plan the development of an online program that will provide training and information to people who have developmental disabilities and their families about options to enable them to increase their income/assets and maintain their benefits.

Activity 2: Support NDI to collaborate with individuals, families, and support systems in Texas to determine barriers and solutions.

Activity 3: Develop program informed by results of focus groups and surveys.

Activity 4: Develop webinar series.

Activity 5: Create 3—minute videos.

**Objective 1.3:** Develop at least five new programs that demonstrate success at supporting individuals with developmental disabilities to be more fully included in post—secondary education by 5/31/2021.

Activity 1: Support completion of three pilot Higher Education for Employment projects that support students with DD to earn degrees or certificates that prepare them for careers of their choice.

Texas Tech — Project CASE

Texas A&M — Bridge to Career in Human Service

DARS — Project HIRE

Activity 2: Develop and initiate a plan to support TCDD's completed Higher Education for Employment programs and other institutions of higher education to expand best practices in supporting students with DD to succeed in post—secondary programs originally designed for students without disabilities.

Higher Education Collaborative — Texas A&M

Fifth program to be developed — not necessary to implement in Year 1

Activity 3: Share information about identified public policy issues with legislators and state agency personnel.

Activity 4: Plan and implement approaches to increase public awareness about post—secondary education options.

**Objective 1.4:** Pilot at least one new model that provides community—based person—centered activities for people with developmental disabilities who are not employed and

not in school by 9/30/2021.

Activities to be developed — not necessary to address in Year 1

**Objective 1.5:** Demonstrate at least three new models that support individuals with disabilities to improve or maintain their health by 3/31/2018.

Activity 1: Support Any Baby Can to demonstrate a new health and wellness curriculum for individuals with DD and their families living in the San Antonio area.

Any Baby Can — Any Body Can

Activity 2: Support the Epilepsy Foundation to demonstrate a new health and wellness program in rural Texas communities that supports people with DD to advocate for inclusion of their curriculum as a Medicaid benefit.

Epilepsy Foundation — Get FIT Texas

Activity 3: Support the State Independent Living Center to collaborate of ILCs in Brazos Valley, El Paso, and Lubbock to complete a demonstration of a new health and wellness program that supports individuals with DD can improve the overall health and fitness of people with developmental disabilities.

Statewide Independent Living Council — Getting Fit to Live, Work, and Play

Activity 4: Review outcomes and consider possible next steps to expand the impact of the program.

Activity 5: Share final results of programs.

**Objective 1.6:** Pilot at least one new community — based person — centered practice that ensures that people with complex medical and/or behavioral health needs, including mental health needs, receive appropriate and timely services by 9/30/2021.

Activities to be developed — not necessary to addressed in Year 1

**Objective 1.7:** Each year of the plan, provide support to stakeholders to participate in transportation planning activities that increase mobility and availability of accessible transportation.

Activity 1: Support the Texas State Independent Living Center (SILC) to develop and present one transportation summit.

Statewide Independent Living Council — Transportation Works

Activity 2: Reach out to entities and individuals who have expressed the need for improve transportation in their area and provide them information about the summit.

Activity 3: Work with SILC to begin development of a website to serve as an extensive resource.

**Objective 1.8:** Implement at least three projects that address specific needs of individuals with developmental disabilities who identify with a specific minority culture(s) by 9/30/2021.

Activity 1: Support Light and Salt to conduct community outreach events; provide face — to — face consultation and case referrals for pre-screenings and diagnostic evaluations; support individuals to receive services supports; and provide advocacy training for Asian Americans who have developmental disabilities and their families.

Light and Salt Association — Culturally Appropriate Family Supports

Activity 2: Support REACH to increase awareness; provide support; and improve access to resources for the Ethiopian, Eritrean, and Kenyan communities residing in Dallas, Collin, Denton and Tarrant counties.

Reaching Families Advocacy and Support Group — Culturally Appropriate Family Supports

Activity 3: Develop a strategy to build capacity for organizations that provide culturally competent services to a specific minority community to develop the infrastructure to implement a grant project.

Outreach and Development grants — “Step Up” process (grantees to be selected)

Activity 4: Gather information about projects’ public policy implications and incorporate information into policy recommendations as appropriate.

Reports to be developed

**Objective 1.9:** Pilot at least one practice that addresses the needs of individuals with developmental disabilities who are aging, and their caregivers by 9/30/2021.

Activities to be developed — not necessary to addressed in Year 1

**Objective 1.10:** Pilot at least one practice that supports organizations, agencies, groups, or individuals that provide services to the general public to fully include and be responsive to the needs of people with developmental disabilities by 9/30/2021.

Activities to be developed — not necessary to addressed in Year 1



## **Goal 2:**

Improve and/or expand community — based systems to better support people with developmental disabilities or families of children with developmental disabilities to be fully included in their communities by 9/30/2021.

**Objective 2.1:** Each year of the plan, promote systems that will sustain the policies and programs that demonstrate success in supporting people with developmental disabilities or families of people with developmental disabilities to be fully included in their communities.

Activity 1: Participate in at least 10 workgroups that promote systems that will sustain the policies and programs that demonstrate success in supporting people with DD or families of people with DD to be fully included in their communities.

Activity 2: Collaborate with at least five other organizations to improve community capacity to support individuals with DD who are at risk of institutionalization or who desire to leave institutions.

Activity 3: Collaborate with at least three other organizations to promote access to timely, appropriate medical and/or behavioral health services that serve people with complex needs.

Activity 4: Provide input and negotiate for outcomes consistent with TCDD's philosophy, public policy priority, and public policy statements and/or informed by lessons learned TCDD projects to state agencies and legislators, as applicable.

Activity 5: Explore development of a State Supported Living Center (SSLC) Peer Support Program.

Activity 6: Explore development of a Home and Community based services peer support program.

**Objective 2.2:** Collaborate with the Texas Developmental Disabilities Network Partners (the Center on Disability and Development at Texas A&M University, the Texas Center for Disability Studies at The University of Texas at Austin, and Disability Rights Texas) to promote person — centered practices and educate people with developmental disabilities and their families about, and increase the use of, alternatives to guardianship by 9/30/2021.

Activity 1: Meet to discuss the intended outcomes and inputs from each partner for a collaborative project to educate people with developmental disabilities and their families about alternatives to guardianship and person centered practices.

Activity 2: Develop specifications, including timeline, for collaborative project.

Activity 3: Hire a program manager to implement project.

Alternatives to Guardianship training project Executive Summary approved 2/5/16

**Objective 2.3:** Collaborate with at least three community — based organizations to reduce linguistic and cultural barriers that prevent individuals who are Spanish — speaking from receiving services by 9/30/2021.

Activity 1: Conduct targeted outreach to organizations that focus on providing services to people who are Latino and Spanish — speaking to connect with individuals and entities that are actively working to reduce barriers.

To be developed — not necessary to address in Year 1

Activity 2: Provide funding for organizations that are not state agencies and not funded with federal funds to translate materials related to services and supports into Spanish.

Translation Stipends Executive Summary approved 5/6/2016

Activity 3: Work with the Center for Elimination of Disproportionality and Disparities to better understand and learn to address barriers that prevent individuals who are Spanish — speaking to receive culturally appropriate services and to connect with entities that have identified and/or are addressing barriers.

**Objective 2.4:** Each year of the plan, advocate for legislative/policy change to improve educational outcomes and remove barriers to full-time or part-time employment for people with developmental disabilities.

Activity 1: Gather information about successful strategies and barriers experienced by grantee projects related to education and employment.

Activity 2: Participate on and/or collaborate with the Employment First Task Force (EFTF), the IDD System Improvement workgroup, the Purchasing from Persons with Disabilities Advisory Committee and the Disability Policy Consortium to develop solutions to identified barriers.

Activity 3: Advocate for the re-authorization of the Employment First Task Force.

Activity 4: Provide formal written public input to policymakers.

Activity 5: Draft and post written materials for the TCDD website, Council members and other stakeholders to be used in advocacy.

Activity 6: Provide input to inform the development of a policy on workplace bullying.

### **Goal 3:**

Increase the access that individuals with developmental disabilities and families of individuals with developmental disabilities have to information, training, and support to advocate for themselves and/or to collaborate with allies to impact public policy, service systems, and community supports.

**Objective 3.1:** Support at least nine leadership development and advocacy skills training programs for people with disabilities, family members of people with disabilities, and allies by 9/30/2021.

Activity 1: Establish at least three general leadership development and advocacy skills training programs for people with disabilities, family members of people with disabilities, and allies.

Family to Family — Leadership Development and Advocacy Training

Paso Del Norte Children's Center — Leadership Development and Advocacy Training

Easter Seals Central Texas — Leadership Development and Advocacy Training

Leadership Development and Advocacy Training (grantee to be selected)

Activity 2: Establish at least one advanced leadership development and advocacy skills training program (Partners in Policymaking) for people with disabilities, family members of people with disabilities, and allies.

Partners in Policymaking

Activity 3: Create at least one leadership development and advocacy skills training program for youth with disabilities.

Youth Leadership (Request for Proposals posted 9/3/16)

Youth Leadership (Request for Proposals posted 9/3/16)

Youth Leadership (Request for Proposals posted 9/3/16)

Activity 4: Develop a plan and timeline to create a sibling network.

Sibling Leadership Network (Request for Proposals posted 9/3/16)

Activity 5: Provide TCDD Fellowships to at least two people to develop the requisite skills, knowledge and experience to engage in policy activities so that people with people with developmental disabilities have greater control over their own lives.

EveryChild, Inc.

Activity 6: Conduct at least one activity to support the participation of people living in rural areas and people who self-identify as having a racial or ethnic minority background in TCDD leadership and advocacy initiatives.

Support for people underserved or unserved — Leadership Development and Advocacy Training (grantees and activities to be developed)

**Objective 3.2:** Support people with developmental disabilities to provide leadership development and advocacy skills training programs to people with developmental disabilities each year.

Activity 1: Support at least one Texas Advocates grant project through which people with developmental disabilities support others to be leaders in community organizing to achieve goals they have selected.

Texas Advocates — Grassroots Community Organizing

Activity 2: Develop a plan through which at least one program through which people with developmental disabilities living in the community mentor and/or provide leadership and advocacy training to individuals with developmental disabilities living in institutions.

Self-Advocates as Mentors/Trainers to People in Institutions (grantee(s) to be developed)

Peer Support Specialist (grantee Executive Summary approved May 6, 2016)

**Objective 3.3:** Collaborate with at least one statewide self-advocacy organization run by people with developmental disabilities to create opportunities to increase their ability to strengthen their organization and pursue their mission by 9/30/2021.

Activity 1: Partner with Texas Advocates (Texas' statewide self-advocacy group made up of and run by individuals with IDD) to determine current administrative support needs and suggest other partner organizations who might have the capacity to provide support.

Activity 2: Provide financial support and outreach to support participation by self-advocates and speakers at the annual Texas Advocates conference.

Activity 3: Provide technical assistance to and consider funding requests for activities that will strengthen the Texas Advocates.

To be developed — needs to be addressed by 9/30/16

**Objective 3.4:** Support self-advocates and family members to participate in cross — disability, culturally diverse leadership coalitions each year.

Activity 1: Provide travel stipends for self-advocates to participate on statewide workgroups, councils, and committees.

Stipends to support self-advocates and family members on boards and committees

Activity 2: Collaborate with state agencies to reach out to identify diverse groups of self-advocates who might participate on statewide workgroups, councils, and committees.

Activity 3: Provide direct support as needed and technical assistance to self-advocates serving on cross — disability, culturally diverse committees.

Activity 4: Conduct outreach to increase participation of more individuals with culturally diverse backgrounds to participate in cross-disability workgroups to increase the diversity.

Activity 5: Request that grantees provide names and contact information for self-advocates who might wish to participate in culturally diverse, cross disability leadership coalitions.

#### **Goal 4:**

Ensure there is ongoing support and technical assistance for the Council to identify and engage in issues according to the Council's priorities and mission.

**Objective 4.1:** Each year of the plan, provide written and/or verbal public policy input on behalf of TCDD regarding issues that impact the lives of people with developmental disabilities and their families.

Activity 1: Draft and provide formal written input to state agencies, legislators, other policymaking entities, and other entities as appropriate.

Activity 2: Actively participate in ad hoc advocacy meetings, workgroups, committees, and councils, and contribute to the development of recommendations to be provided to policymaking entities.

Activity 3: Educate policy makers and decision makers.

**Objective 4.2:** Each year of the plan, organize and conduct communications activities to increase connections to organizations and individuals.

Activity 1: Publish information at least quarterly to support advocacy and involvement in public policy development each year.

Activity 2: Gather information about self—advocate presenters who developed speaking skills through TCDD— funded projects.

Activity 3: Share information or articles other than those related to policy at least 3 times a week on digital media, including the TCDD website, e-list, Facebook, and Twitter.

Activity 4: Conduct direct outreach by staffing a booth at least one appropriate events at least quarterly to increase TCDD's outreach.

**Objective 4.3:** Each year of the plan, evaluate and/or address opportunities to develop or incorporate new promising practices that would improve TCDD's ability to achieve the Council's mission.

Activity 1: Review materials published by other agencies, organizations, and educational institutions.

Activity 2: Review outcomes, barriers, and recommendations provided by grantees, provide technical assistance and information, and translate information into best practices.

Activity 3: Support continuing education and technical assistance for Council members and staff to incorporate best practices into activities.

# **Funding Proposal Executive Summary — Texas Sibling Network**

## **Background**

The sibling relationship is considered “the longest-lasting relationships of the human experience” (Cicirelli 1994), providing the greatest opportunity for mutual support and care. Thus, the need to define and promote healthy, positive adult sibling relationships is paramount. There have been several formal efforts to support siblings of individuals with disabilities. For example, in SibShops, children (typically ages 8-13 years) meet other siblings, talk about what they believe are the good and bad parts of having a sibling with disabilities, play games, and learn about their sibling’s services. However, there is a gap in formal support opportunities for teens and adult siblings.

Siblings have reported experiences that are uniquely theirs, including feelings of pride, resentment, responsibility, peer concerns, embarrassment, and a lack of information and resources on how to support their loved one. In general, the experiences, perceptions, and needs of teens and adults are often not acknowledged within our existing support system. Therefore, it is necessary to obtain input from all siblings, not just those who self-identify as the most involved, to better understand how siblings are affected and how they contribute to the lives of their brothers and sisters.

People with disabilities continue to seek control over their lives, and like all family members, siblings need to understand how to best support their loved one through person-centered practices. Siblings may also need specific information about their sibling’s disability and its implications; information about available services including long-term services and supports; and, education, and training to effectively advocate for their sibling if needed. Compared to what is available for parents, supports and information tailored for siblings is limited. Existing resources include:

- The Arc’s For Siblings is an email list for all siblings of individuals with intellectual and/or developmental disabilities (I/DD). The list informs siblings about I/DD related policy updates and developments. The emails contain information for siblings to become involved in The Arc’s advocacy efforts nationwide, information about sibling stories and sibling-specific resources, and updates on sibling related events.
- The national Sibling Leadership Network (SLN), founded in 2007, develops and fosters a broad network of siblings who share their experience of disability and connects them to supports needed across the lifespan. The goals of the SLN are to provide information and updates about activities, initiatives, policy decisions, and to hold sibling-related events so that siblings may be effective advocates for and with their brother, sister, and their families. Currently, there are 19 state SLN chapters. There is no formal chapter in Texas, but there have been efforts to connect Texas siblings through the use of social media and informal meetings.

Through this project, TCDD intends develop a statewide network that increases opportunities for siblings in Texas to connect, receive and share information that meets their needs (as identified through research and direct input from siblings); to develop leadership and advocacy skills; and to receive support to advocate for themselves and their siblings. The Texas Sibling Network must also identify and be responsive to different cultural values and customs that exist in Texas.

## **State Plan Goal**

Goal 3: Increase the access that individuals with developmental disabilities and families of individuals with developmental disabilities have to information, training, and support to advocate for themselves and/or to collaborate with allies to impact public policy, service systems, and community supports.

Objective 3.11: Create at least one sibling network by 9/30/2021.

## **Expected Outcome**

This project would develop a Texas Sibling Network. A “network,” used in the context of this Executive Summary, is a group of people who are supported by a coordinating entity that implements specific activities that may include but are not limited to: conducting outreach; providing information and training; and supporting sibling members to share information, contacts, and experiences.

The entity receiving funding to implement this project would:

- Review existing data and literature to identify best practices and barriers related to providing siblings with support, information, and training;
- Seek input and guidance from siblings who have been supporting and/or advocating for their brother or sister;
- Gather input from geographically, racially, and linguistically diverse groups of siblings (including teens) to ensure that the network supports involvement of siblings in culturally appropriate ways;
- Develop curricula to provide training, education and support for teens and adult siblings of individuals with developmental disabilities;
- Develop a sustainable network of activities and connections;
- Increase the number of brothers and sisters who are better informed, have increased skills, and are able and willing to play significant roles in the lives of people with disabilities; and
- Increase the number of sibling advocates.

The project is expected to recruit a minimum of 50 sibling participants the first year and continue to increase the total number of siblings by 25% each year. At the end of five



years, the project will have developed and established a sustainable statewide sibling network.

## **Project Description**

One project to develop a sustainable sibling network and to organize and support activities that meet the needs of teen and adult siblings of individuals with developmental disabilities.

The grantee must determine what resources and activities are most needed. Activities may include:

- Conducting activities to build a sustainable network;
- Assisting siblings to understand current and future needs to better support their sibling;
- Providing disability education, including implications of their sibling's diagnosis and supports that are important both to and for the sibling, the history of disability rights movement, and how to advocate across public systems;
- Conducting forums to share information or to provide support;
- Arranging opportunities for siblings to openly discuss concerns about specific issues;
- Educating and providing training on available services and various types of support including accessing and managing Medicaid Waiver services;
- Educating siblings about the importance of, and how to, be involved in futures planning;
- Training and supporting siblings to participate in advocacy opportunities;
- Developing a toolkit for siblings who will or plan to become the primary caregivers and decision makers;
- Informing siblings about and/or facilitating training in person-centered practices; and
- Involving siblings living in rural areas and people who self-identify as having a racial or ethnic minority background.

## **Proposed Funding Amount and Number of Projects**

Up to \$85,000 per year for one project.

## **Proposed Duration**

Up to five years

## **Other Considerations**

None.

## **Project Development Committee Idea Discussion Guide**

### **Questions to be considered when discussing a new project idea:**

1. What is the issue or gap in the system that needs to be addressed?
2. What group or groups of people with disabilities would benefit from addressing this issue?:
  - A) Consider: Geographic area(s); age(s); disability type(s); race/ethnicity; people who speak different languages; income; education.
3. What state plan objective does this address?
4. What public policy priority does this address?
5. How has this issue been addressed to date?:
  - A) Previous or current TCDD Grant?
  - B) Effort from other organization or state agency? Who?
  - C) What was the result?
  - D) How have other states addressed this?
6. How would TCDD build on current and/or previous efforts? (Describe specific activities):
  - A) Advocacy — Telling others about issues, needs, and possible solutions
  - B) Capacity Building — Helping communities and other groups build their resources
  - C) Systems Change — Changing the way government programs, state agencies, and other organizations do business every day to improve support for people with disabilities
7. Who is ultimately responsible for this issue in our system long term?:
  - A) Individuals with DD, Families, Service Providers, Community organizations, State agencies, leaders/policy makers
8. What disparity or disproportionalities exist related to this project?
9. Is addressing this issue feasible?